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Newsletter of the Montana
Office of Public Instruction
Nancy Keenan, Superintendent
Vol. 36, No. 2

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Kessler Elementary students learn to mediate personal conflicts

Twenty-six fourth, fifth, and sixth graders from Kessler Elementary School in Helena are helping their peers resolve personal conflicts on the playground in a new program kicked off this school year.

"This is one of the first peer mediation programs in a Montana school," according to Vaughn Kauffman, school psychologist for the Prickly Pear Special Services Cooperative which serves Kessler School.

Kauffman trained the students in conflict management with help from several teachers and staff.

In the program, student conflict managers working in pairs on the playground approach students who appear to be having trouble getting along or who have been referred by teachers or classmates. The mediators guide the disputing students through a problem-solving process if they agree to accept help from the mediators and commit to trying to resolve the problem.

"Instead of telling the disputing students how to solve their disagreements, the mediators help them find their own solutions,"



PEACE ON EARTH BEGINS ON THE PLAYGROUND. Kessler School conflict managers help their peers settle a dispute.

said Kaufmann. "It is empowering for kids to learn to say what they want and feel and to solve their own problems. With the increase in violence among youth, it is critical that they learn skills for getting along in the world. The peer mediation program is a step in that direction."

The model for the Kessler program was created by the San Francisco-based Community Board Program, which promotes peaceful resolution of conflict. The

Kessler program relies on the support and participation of parents, teachers, staff, administration, and school board members for help with the conflict manager training, ongoing coordination of the program, and funding.

For more information about Kessler's peer mediation program, contact Vaughn Kauffman or Debbie Holm, Kessler School, 2420 Choteau Ave., Helena, MT 59601 (442-0152). ■

Hunger in Montana: Children are at highest risk

Although most of us can picture hunger in North Africa or in other war-torn areas, it is difficult to imagine hunger closer to home. But hunger is directly related to poverty, and currently in Montana, more than one-fifth of our children live below the poverty level. In fact, of those children who live in families headed by women, nearly one-half (49.3%) live below the poverty level.

Four studies of hunger in Montana have been conducted by the Montana Hunger Coalition since 1988, and the major conclusion in each study is that families with young children are most at risk for hunger. The Hunger Coalition is a non-profit group of people representing a wide variety of organizations that focus on issues of mothers, children, and food-aid services.

The Montana Hunger Coalition is currently planning another study of hunger among Montana's young school children

which will require the cooperation of teachers and schools. The study will focus on Montana's third- and fifth-grade students and their teachers. Questionnaires have been designed to establish baseline information about hunger among children in these grades and their teachers' assessments of the impact of hunger on students' learning abilities. The study is not designed to test any issues related to particular programs, such as the school breakfast or school lunch programs.

The Montana Dietetic Association and the Montana Office of Public Instruction have helped design the study. Results will be shared with these organizations. If your school is contacted to participate in the study, Superintendent Nancy Keenan urges your participation.

For information about the Hunger Coalition or the study, contact Paul Miller, Department of Sociology, University of Montana, Missoula, MT, 59812-1407 (243-2852). ■

Avoid misuse of norm-referenced testing

In order to address the assessment needs of Montana's schools, the Office of Public Instruction had hoped to hire an assessment specialist. However, due to the unavailability of appropriately trained individuals and budget constraints, that was not possible. Instead, OPI is coordinating the

talents of its curriculum specialists who have been working in their individual disciplines with alternative assessments such as performance, portfolios, and outcome-based assessment.

Members of OPI's assessment

(Continued on page 2)

Second Class
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Message from Nancy Keenan

"One never notices what has been done; one can only see what remains to be done." —Marie Curie

For the past four years, I've been saying education in Montana faces challenging times. The challenges are not diminishing. In fact, they seem to grow more complex each year.

This year is certainly no different. As we head into the 1993 legislative session, we face some very sobering facts. The state budget is about \$300 million in the red.

State costs in key areas—human services and education—are increasing far faster than available revenues. In K-12 education, for example, enrollment is growing by about one percent a year. That doesn't sound like much, but it will cost the state \$19.3 million more just to maintain current funding levels. And the school equalization account, which pays for state support of local schools, is broke, according to Montana's Legislative Fiscal Analyst. During the current biennium, the legislature has had to transfer \$32 million from the general fund to the equalization account to keep it solvent. Unless the account gets new revenue sources, it will need a \$70 million transfusion next biennium just to continue the current funding level.

How will the governor and legislature deal with this situation?



Governor-elect Marc Racicot has said he will not cut education. But he also plans no revenue increases. That severely limits the options.

Here's an idea of how serious the situation is: If we were to make up the budget deficit through "cutting government" alone (that is, with no revenue increases), we would have to virtually eliminate higher education, social and rehabilitation services, corrections and human services, public schools, and family services. Or we would have to eliminate all other facets of government—the Agriculture and Live-

stock departments, the Library Commission, Governor's Office, Public Service Regulation, Crime Control Division, School for the Deaf and Blind, Highway Traffic Safety, Office of Public Instruction, and the list goes on and on. No more plowed roads. No more help when livestock diseases or weed infestations break out. No more consumer advocacy. Of course, wholesale elimination of entire departments is not very likely. Instead, the legislature will probably try to cut some from each part of government. Unfortunately, after the last several years of budget cuts, there is no more "fat" left to cut.

According to the Legislative Fiscal Analyst, any significant reductions in the state budget will require "painful" cuts in K-12 education. I remain hopeful that education will not get cut, that the legislature will make the tough decisions necessary to keep us solvent.

In the meantime, we keep on keeping on. And looming on the horizon are exciting discussions of school restructuring, early childhood education, educational technology, and school-to-work transition. We know what we need to do to prepare our children for the future. We have the vision for educational excellence. Is Montana willing to recognize what it costs? We are about to find out.

Nancy Keenan

New rules for disclosing federal funding

The federal government has set new regulations for announcing the receipt of federal funding.

According to the regulations, when a recipient of a federal grant issues statements, press releases, requests for proposals, bid solicitations, announcements of contract awards under a grant, and other documents or announcements describing the project, the recipient must state clearly the following:

- the dollar amount of federal funds for the project;
- the percentage of the total cost of the project that will be financed with federal funds; and

- the percentage and dollar amount of the total cost of the project that will be financed by nongovernmental sources.

In addition, when announcing any contract award for goods or services with an aggregate value of \$500,000 or more, the recipient must specify the amount of federal funds used to finance the contract and the percentage of total costs of such a contract that the federal funds represent.

Compliance with these conditions meets requirements of Public Law 102-141, Section 623 and Public Law 102-170, Section 511. ■

Norm-referenced testing

(Continued from page 1)

team have produced several publications and are currently working on others to assist schools. Program Assessment and Montana Assessment for Health Enhancement are now being used by teachers. A Student Assessment, a Communication Arts Assessment Appendix II, and an Assessment Tool Kit for Science are being developed.

Look for this column as a regular feature of Montana Schools in which assessment issues will be discussed. You are invited to participate in these conversations as we are all learning about assessment together. Send concerns, issues, and exemplary ideas to the Office of Public Instruction in care of the assessment team.

In this issue, we address the common misuses of norm-referenced testing.

The challenge: to avoid misuse of norm-referenced testing
Montana accredited schools were required to submit 1992 norm-referenced test scores to meet the requirements of the Board of Public Education student assessment administrative rule 10.56.101. Appropriately used, these test results can contribute to

higher quality instruction and provide useful information within certain limitations. Unfortunately, however, the results are often misused, misunderstood, or unused. If any of the following practices are present in your school, you are urged to terminate or at least closely examine the practice.

The 10 most abominable misuses of norm-referenced testing:

1. to assign student grades;
2. to determine student retention;
3. to evaluate teacher competence;
4. to equate "grade equivalent" scores with ability level;
5. to label a student;
6. to assume test results are an indication of level of attainment of local curriculum;
7. to determine what should be taught;
8. to give students a break by violating the time restrictions and directions;
9. to fatten a file titled "not worth looking at";
10. as the sole criteria for any decision.

Watch for a future list of "exemplary uses of norm-referenced testing." ■

—Dori Nielson, OPI Education Analyst

Montana Law-Related Education Program receives federal grant to expand services

The Montana Law-Related Education Program at the Office of Public Instruction has been awarded a federal Department of Education grant to extend law-related education services to Montana schools. Only 12 grants were awarded nationwide.

Law-related education equips primary and secondary level students with knowledge and skills pertaining to the law, the legal system, and the fundamental principles and values upon which they are based. Integrating the teaching of law with school courses helps students form positive attitudes about the role of law and understand the importance of participating in and taking responsibility for their communities. According to Beda Lovitt, a program director, LRE is an integral part of the social studies curriculum and enriches many other areas, including literature, science, art, and math.

The priorities of the grant are to develop and extend the network of trained facilitators and to implement the curricula in classrooms statewide. An assessment of law-related education usage and needs in the American Indian population will be conducted, and a curriculum-writing team will modify existing materials and write new materials showing how tribal governments link with the federal constitution.

Program directors are Beda Lovitt and Lori Monprode-Holt. Lovitt is legal counsel at OPI and has been a co-director of the LRE Program for the past four years. Monprode-Holt, OPI's library media specialist, has strong skills in curriculum and a specialty in literature about American Indians. The program office is located on the fourth floor of the Power Block, corner of 6th Avenue and Last Chance Gulch in Helena, and can be reached at 449-4164. ■

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Get ready for "I Love to Read Month"

February is I Love to Read Month in Montana, and now is the time to gear up for your school's celebration.

Here's what Big Timber Elementary did last year during I Love to Read Month according to Julie Kinsey, Big Timber's Chapter 1 Reading Teacher:

Located as it is near the Crazy Mountains, Big Timber called February "Crazy About Reading Month" and kicked off the event with a school assembly. Through a rap skit performed by teachers, students learned of the plight of some endangered readers: Nina Tendo, Olive Food, Nocan Finda Book, Tellie Vision, B. Rain Dead, and Couch P. Tator.

Students learned that they could save the endangered readers by becoming heroic Avid Readers, reading at home and keeping track of the number of minutes they read. Big posters of Nina Tendo and her gang decorated the school halls. By mid-February, the school had already read 65,000 minutes and saved three endangered readers.

Each day during February, Big Timber observed DEAR time (Drop Everything And Read) for 20 minutes. DEAR time was

scheduled for a different time every day. At the sound of a siren, the whole school fell silent while everyone read—principal, secretary, teachers, and students.

Each week, the school celebrated Fabulous Friday with a different theme and event. The theme of the first Fabulous Friday was "Sweat It Out With a Good Book," during which everyone wore sweats. Another Friday featured "MISTER (Men Inspiring Students To Enjoy Reading) Day." Men from the Big Timber community visited classrooms to talk about why they love to read and how they use reading every day.

On February 14, "I Love to Read Day," everyone in the school wore red. On "Buddy Day," students from different grades were matched up and paired off to read to one another.

On February 21, everyone wore mismatched clothes for "Get Mixed Up With a Good Book Day." The school staff circulated to classrooms to read stories.

Big Timber culminated the month with "Author Day." Local authors came to the school to discuss writing and to show students that writers are "real people." That night, third and fourth grades spent the night in



the gym with a variety of reading activities.

All during February, a large graph snaked down the hall bearing each day's reading minutes and the names of students who had received reading rewards.

Says Kinsey, "It really proves that our students are Crazy About Reading!" ■

Christa McAuliffe Fellowship Program changed

The Christa McAuliffe Fellowship Program was authorized by the United States Congress in 1986 to annually provide fellowships to outstanding teachers. The fellowships may be used for sabbatical study or research, development of innovative programs, and staff development.

The U.S. Department of Education notified the Montana Office of Public Instruction in October that changes in the Christa McAuliffe Fellowship Program had been implemented by the U.S. Congress. The program, originated with the adoption of Public Law 99-498 in 1986, was reauthorized in Public Law 102-325 (Higher Education Amendments of 1992) in July 1992. The new law contains significant changes in the program, which include:

- a change from funding the program based on the national average teacher salary to funding based on the school-age population of each state compared with the school-age population in all states;
- a change from no specified amount of teaching experience to a requirement that selected fellows have completed eight or more years of teaching in a public or private school;
- a change from federal to state administration of the program.

Based on the funding change for the program, it is estimated that the allocation in Montana will decrease from about \$34,000 awarded last year to about \$18,000 for the current year. In addition, the change from federal to state administration will require approval by the U.S. Department of Education of a state plan for administration of the program before the process to select Montana's next Christa McAuliffe Fellow can begin.

Information concerning the contents of the state plan will be sent to all states in January. It is expected that the selection process of Montana's Christa McAuliffe Fellow cannot begin before April 1993.

If you have questions about the process, please call Nancy Coopersmith (444-5541) or Marlene Wallis (444-3693) at the Office of Public Instruction. ■

Free program teaches students about safety, energy efficiency

Okay, you can open your eyes now. Hi! I'm Ouch the Outlet, and I work for the Montana Power Company. I've been listening to you from inside my Ouch Pouch, and you are sure a smart bunch of kindergartners."

This is how thousands of Montana kindergartners meet Ouch the Outlet, a large, heart-warming puppet, in school programs wherever Montana Power provides electricity.

Ouch tells children there are only two things that are safe to put into an outlet: plugs and safety caps, of course. He has the children repeat with him that "water and electricity do not mix," and he reminds them that they must tell an adult if they get a shock or see an electrical appliance smoking or sparking.

Ouch's friend, Sparky the Octopus, talks about how octopuses belong in the ocean and not in an outlet.

The Ouch Program is the first time many school-age children will encounter one of MPC's six education specialists in their school, although they may have heard about electrical safety in preschool.

Montana Power Company provides nine free specialized programs for elementary schools from pre-kindergarten to home economics classes. Electrical safety is stressed in pre-kindergar-



"Ouch the Outlet" greets a Montana student.

ten, kindergarten, first grade, third grade, and sixth grade, with advancing levels of sophistication. Natural gas safety and energy efficiency are stressed in second grade. The fourth grade program touches on all sources of energy and their uses, and the fifth grade program uses a model to show students how coal is mined.

While energy efficiency is a theme that runs throughout all the programs, it is the major theme of the Energy Smart program recently developed for middle school home economics classes.

If your school is in an area that uses energy from Montana Power, these programs are available free

of charge.

For more information and to schedule these programs, contact one of the following:

Billings area—Sally Parks, 656-8666 ex. 2229;
Bozeman area—Dave Sather, 586-1331 ex. 3231;
Butte area—Dale Dart, 782-8802;
Great Falls area—Linda Brodock-Morrill, 727-1231 ex. 8210;
Helena area—Ann Wilsnack, 442-4610 ex. 7137;
Missoula area—Rita Steinbuch, 251-5854. ■

—Ann Wilsnack
Montana Power Company

Montana students and teachers DIG dinosaurs!

Bynum students learn the precise art of paleontology

As the unusually hot May sun beat down on the arid badlands near Egg Mountain, Bynum Elementary students sipped water from their canteens and kept their noses close to the gray, red, and green ground. The troop of 13 youngsters

fossil remains of a herd of 10,000 to 15,000 maiasaurs.

The Bynum students and their teacher, Susan Luinstra, spent the day with Maxwell on May 6, 1992, gathering more data to round out what they called "the year of the dinosaur." Their activities culminated with a trip to the Museum of the Rockies in Bozeman.

The students' quest for knowledge about the dinosaurs began the previous school year, when Luinstra was chosen to take part

been a positive experience for the students, Luinstra said. They've learned that paleontology is a precise, painstaking profession.

And the children have become fascinated themselves.

"It seems to me that this is the deeper part of learning—the part that will stay with them," Luinstra said as she watched her students searching for prehistoric snail fossils among the shards of dinosaur egg shell: "The is the quest for knowledge."

—Melody Martinsen, Editor
Choteau Acantha

Museum of the Rockies, just over a decade ago. After digging up the 75-million-year-old dinosaur bones, elementary teachers learned how to preserve them. They also studied nesting behaviors and lifestyles of the "terrible lizards" based on Horner's studies of the fossil remains.

Teachers also observed celestial constellations in the camp's Starlab and tracked real constellations in the sky at night. "We have the world's only air-conditioned, portable planetarium installed in an authentic Blackfoot tepee," said Larry Kirkpatrick, Montana State University physics professor and adjunct curator of astronomy at the Museum of the Rockies, who organized the field camp.

Many of the participating teachers are using Starlab at their schools this year.

The camp also included hands-on science experiments designed especially for elementary children that teachers will use back home. For example, using a vertical stick planted in the playground and wooden tongue depressors, children will be able to plot the sun's shadow to determine geographic north and astronomical noon.

Camp Makela Astronomy and Paleontology Field

Camp was supported by a Dwight Eisenhower grant from the Montana Office of Commissioner of Higher Education. ■

—Dianne Ellis, Montana State University News Editor



Bynum students search for evidence of *Maiasaura* at Egg Mountain near Choteau.

flushed a couple of horned toads, but the little gray lizards proved only a brief distraction. With single-minded intensity, the children were stalking the subtle, delicate reminders of the age of dinosaurs, scanning the harsh terrain for tiny chips and bits that are telltale fossil remains of the Cretaceous period.

Listening to Belfast, Ireland, paleontologist Des Maxwell in his lilting brogue weave the story of *Maiasaura* ("good mother lizard"), the fourth- through seventh-grade students looked west and east as if they could see the badlands as they looked 80 million years ago: towering volcanic mountains to the west (further west than the present Rockies) and a vast inland sea to the east. From the mountains, fresh-water rivers ran to the plain and into a lake. Between those mountain rivers, in the rich, primordial forests, the *Maiasaura* lived and died.

The duck-billed dinosaurs nested in colonies to protect their young from the carnivorous *Albertosaurus*. Along the coastal plain, they died as a volcanic eruption showered them with choking ash. Later, a mud flow from a mountain lake swept their bones in a churning mass eastward into what is now the Egg Mountain fossil field—a stretch of arid country 1.25 miles long and about .25 miles wide that contains an estimated 30 million individual

in the Museum of the Rockies' field school for teachers. Luinstra spent a week with the instructors taking a graduate-level course in paleontology and astronomy, spending time in the classroom and trekking through the badlands.

Luinstra brought the school children to Egg Mountain and nearby Camposaur in late August as the 1991-92 school year began. Guided by Maxwell, they learned the history of this world-class paleo site as well as trying their hands at excavation.

"They were so enthusiastic," Luinstra said of the students. The students studied fossil formation, did research, and wrote reports on dinosaurs and related theories, but they still wanted more information.

Luinstra then went to the Museum of the Rockies education program director, Dave Swingle, who agreed to help her teach her students more. She traveled to Bozeman, where she learned how to clean and preserve fossils.

Swingle loaned Luinstra two *Maiasaura* bones, encased in dirt and plaster jackets, for her students to work on.

Under Luinstra's careful tutelage, the kids went to work with toothbrushes, dental picks, and other equipment trying to reassemble the shattered fossils.

The contact with museum paleontologists and the work they've done on the bones have

Imagine going to summer school smack dab in the middle of a dinosaur graveyard. Or studying the stars in a tepee planetarium.

Thirty Montana elementary school teachers did exactly that during a special Camp Makela Field School at the world-famous Egg Mountain dinosaur site near Choteau last August. Classes in paleontology and astronomy were conducted by faculty from Montana State University and the Museum of the Rockies.

Participants spent a week at the world's largest dinosaur "bone bed," which contained an estimated 10,000 fossils when it was discovered by Jack Horner, curator of paleontology at the



Teachers investigate 75-million-year-old bones. (MSU News Service photo.)

Kudos!

Science awards

Three Flathead Valley High School students were chosen to travel to Washington, D.C., in September to give science presentations at a national conference sponsored by the National Science Foundation. Melanie Sandoval, Tina Billedeaux, and Shannon Clairmont attended the National Conference on Diversity in the Scientific and Technology Workforce sponsored by the National Science Foundation.

The three students were the only American Indian presenters and the only high school students invited to the conference.

Administrative excellence
Superintendent Ken Miller of Red

Lodge Public Schools, Broadus Principal Hal Hawley, Shepherd Superintendent Cal Spangler, and Roundup Superintendent Jay Erdie have been honored by the Montana School Boards Association for "Outstanding Administrator and Community Service."

Montana history teacher
Mary Cornett, fourth-grade teacher at Choteau Elementary School, has received the Montana Statehood Centennial Bell Award.

The award honors an outstanding teacher of Montana history. The award is sponsored by television stations KRTV, Great Falls; KXLF, Butte; and KPAX, Missoula.

Montana class of 1992 scores high on SAT and ACT

Results of ACT and SAT testing for the class of 1992 indicate Montana students scored higher than they did in 1991 for both the ACT and the SAT. Furthermore, Montana students scored significantly higher than the national average.

	ACT	SAT verbal	SAT math
National average:	20.6	423	476
Montana average:	21.7	465	523

A large portion of the Montana graduating class of 1992 took one or both tests; 54 percent took the ACT, and 24 percent took the SAT.

Montana students scored higher than the national average in all four areas of the ACT. In reading they scored 1.3 points higher; in science reasoning, 1.1 points higher; in math, 1.0 points higher; and in English, 0.7 points higher than the national average.

On the SAT, Montana students averaged 42 points higher on verbal scores and 47 points higher on math scores than the national average.

The scoring systems for the two tests are quite different: 36 total points are possible on the ACT, while a range from 200-800 math points and 200-800 verbal points are possible on the SAT.

Good news and not-so-good news

An examination of subgroup scores reveals some good news and some not-so-good news. The good news is that SAT scores for Montana's American Indian students continued to increase from 1991 to 1992 and are significantly higher than both the national overall average and the national American Indian average.

Verbal scores for Montana's Indian students rose two points from 1991 and seven points from 1976; math scores increased five points from the 1991 scores and 22 points from 1976. Montana's Indian average scores exceeded the national American Indian average for verbal by 61 points and math by 62 points. They exceeded the over-all national averages for verbal

and math by 33 and 28 points, respectively.

The not-so-good news is that females scored significantly lower in math than males on both tests at both national and state levels. At the national level, females' scores lag behind males' scores by 43 points on the SAT and by 1.2 points on the ACT. In Montana, females' scores lag by 48 points in math on the SAT and by 1.3 points on the ACT.

Additional information indicates that public school students in Montana outscore nonpublic school students in math by 34 points and in verbal by 15 points. At the national level, nonpublic students outscore public school students by 28 points in math and 13 points in verbal.

Most Montana students who took the ACT plan to major in health services. Second choice is business and management, third is engineering, fourth is social sciences, and fifth is undecided. Students at the national level also place health services first and business and management second, but they rearrange the other majors: social sciences rank third, undecided ranks fourth, and engineering ranks fifth.

Nine percent of Montana SAT test takers said they had no computer experience, as compared to 17 percent nationally.

The test results reinforce other reports showing standardized test scores are substantially higher for all subgroups when parents have high levels of education and income. SAT scores nationally and in Montana are significantly higher in both verbal and math for students whose parents have graduate degrees. Students whose parents have the lowest income level (under \$6,000 for the ACT and under \$10,000 for the SAT) had the lowest average scores at both state and national levels. Nationally, students with the highest parental income (over \$60,000 for the ACT and over \$70,000 for the SAT) had the highest average scores. In Montana, however, students with the highest average scores have parents in the \$50,000 to \$59,999 income level for the ACT and \$40,000 to \$50,000 for the SAT.

At the national level, SAT scores for students in large cities and rural schools were significantly lower than those in small and large towns and suburbs. Students in schools classified as rural scored nine points lower than the national average in the verbal portion and 17 points lower in the math portion.

Although Montana rural student averages were also lower than the large and small town scores, they still exceeded the national average verbal score by 32 points and the average math score by 44 points. It is interesting to note, however, that at both national and state levels, students in schools with fewer than 100 students in the senior class scored slightly higher than schools with senior classes of 100 to 249 students. ■

—Dori Nielson, OPI Education Analyst

Summer camp provides language skills and fun for hearing-impaired students

In June 1992, hearing-impaired students from across Montana used crafts, cooking, technology, history, and fun to improve their language skills at a summer camp held at the Montana School for the Deaf and the Blind.

Funding for the camp was provided by the Office of Public Instruction and the Montana School for the Deaf and the Blind Foundation.

Fifteen students ages nine to 13 came from eight Montana communities to attend the camp. With a "Montana Heritage" theme, the camp focused on language, with activities centering around language in all its forms.

Using computers and technology, crafts and cooking, deaf awareness and culture, history and geography, speech and language, and recreational activities, the camp addressed these objectives for students:

- to write experiences related to camp activities for the computer-generated *Smoke Signals* newsletter and Big Sky Broadcast;
- to have conversations using the Speech Viewer computer;
- to increase knowledge of Montana history and geography, culminating in the creation of a Montana Heritage Quilt;
- to increase knowledge of deaf culture, sign language, and technology for the deaf; and
- to use a word processor and



A camp participant works on computer skills.

desktop publishing software.

During the week-long camp, students refined their skills in signing, speaking, writing, reading, using the computer, drawing, creating, cooking, sewing, measuring, and problem solving.

In addition to structured activities, the campers found every afternoon and evening filled to the brim with fun activities. They swam, bowled, played games, watched videos, went out for pizza, made ice cream sundaes, went to a baseball game, and did many other things. The campers giggled, chatted, stuffed themselves, and in general had a wonderful time. The Montana School for the Deaf and the Blind hopes to make this summer camp an annual event for Montana's hearing impaired children. ■

—Bill Davis, Principal, Montana School for the Deaf and the Blind

Tobacco referendum project honored

The Health Enhancement Division of the Office of Public Instruction has received a first-place award from the Rocky Mountain Tobacco-Free Challenge, a consortium of western state health departments dedicated to reducing tobacco use. The annual competition is designed to bring attention to innovative programs



OPI's Health Enhancement Division staff receive their first-place award.

that reduce tobacco use and promote healthy lifestyles.

The award was presented to OPI on behalf of all Montana students who participated in the referendum; the legislature, which mandated the referendum; and state agencies that made the

referendum work. According to Bob Moon, Health Services Manager for the Montana Department of Health and Environmental Sciences, the participation of over 50,000 Montana students in grades 7-12 and the collaboration of OPI, Montana Board of Crime Control, Department of Health and Environmental Sciences, and Department of Revenue made the program a success.

As a result of the referendum, in which 60 percent of students voted to ask retailers not to sell tobacco products to minors, all Montana retailers received signs and were requested to post them voluntarily. The signs carry the message that the retailer, in support of the decision of Montana students, does not sell tobacco products to people under 18 years of age.

The Health Enhancement Division staff urge you to look for signs where tobacco products are sold in your community and to request that retailers post them if they are not there. Additional signs may be obtained from Bob Moon (444-4488). ■



Assessing the Colombian encounter

Part 2

The Colombian quincentenary has provided an occasion to reassess history. New awareness of global human relationships and sensitivity to cultural diversity prompt us to take a new look at the myths and realities surrounding Columbus. The quincentenary has provided the necessary moment in history to assess what truly occurred in 1492 and in the 500 years since Columbus arrived in the Western Hemisphere.

Columbus Day, 1992, was not a gala celebration but rather a serious discussion of a cultural encounter. Discussions and interpretations of 1492 will not cease now that Columbus Day is over. Rather, they will continue throughout this year and into the future. Our perceptions have been forever changed.

Here are some examples of how schools in Montana recognized Columbus Day, 1992:

KALISPELL

Flathead High School students presented a play to first graders. Under the guidance of history teacher Kristyn Lehr and Spanish teacher Stephanie Baca, actors delivered the message that Columbus did not discover America; in fact, Columbus didn't really know where he was.

Following the play, first graders joined the high school students on stage and concluded the performance by singing "This Land Is Your Land" in Spanish and English.



American Indians discover Columbus in a drama staged by Flathead High School students. (Photo by Flathead High School annual staff.)

ARLEE

Columbus was arrested and a mock trial was held before a state district judge on Monday, October 13. The drama was the idea of Arlee history teacher Shannon Riley, and the event involved 200 Arlee High School students.

Columbus entered the Arlee gym and claimed the school and students for Queen Isabella and King Ferdinand of Spain. Columbus was charged with kidnapping, torture, theft, and genocide. A trial took place before a jury of six University of Montana law students. High school students acted as prosecution and defense attorneys, bailiffs, and witnesses.

Columbus was found guilty on all counts but genocide. He was sentenced to a lifetime spent re-educating people about the Columbus story with a special emphasis on telling both sides of the story.

BILLINGS

Children at Newman Elementary School heard that "the Earth is in big trouble" during Columbus Day observations in Billings. Bobby "Medicine Grizzly Bear" Lake, a Native American studies professor at Eastern Montana College, gave the children insights into current global issues through story telling. He talked of early visitors to the Western Hemisphere and told Native American stories of how the world and all living beings were created.

Meanwhile, Billings West High School designated November 18

as Cultural Diversity Day, an opportunity for students and faculty to address the delicate topic of racism. Carol Blades worked with the West High Indian Club and "Vision Seekers" coordinator Bob Charette in planning activities. Olympic legend Billy Mills, a Lakota from South Dakota, was the featured speaker for the day.

At Park City Elementary and Elysian School in Billings, Jim Masters of Rocky Mountain College used slide presentations to describe how Columbus and the encounter have been depicted in children's literature. The programs were based largely on Jane Yolen's *Encounter* and Peter Cis's *Follow the Dream*. Students were encouraged to give their impressions and analyses concerning the material. ■

Audiovisual materials for the quincentenary and beyond

The following videos were purchased by the Montana Committee for the Humanities and are available FREE OF CHARGE to schools, libraries, and non-profit groups in the state. Place orders at: Instructional Media Services, University of Montana, Missoula, MT 59812 (phone: 243-5976, fax: 243-4067).

All materials are scheduled on a first-ordered basis. Confirmation

will be sent by return mail. All films are scheduled for a three-day use period with an allowance for shipping time. Borrowers are responsible for return shipping charges.

- "Columbus and the Age of Discovery." VHS, 58 min., 1991. A chronicle of Columbus's journey and legacy. The definitive series commemorating the quincentenary, this video relives Columbus's voyages and their momentous repercussions for both the Eastern and Western hemispheres. 7 parts.

- "Maps and the Columbian Encounter." VHS with 150-p. guide, 15 min., 1991.

Examines the contribution of cartography to the two-sided history of the conquest of the Americas.

- "Seeds of Change."

Traveling exhibit, 31 posters on 8 kiosks. A Smithsonian poster panel exhibit and video. Commemorates the 500th anniversary of Columbus's voyages by focusing on the five "seeds"—corn, potatoes, diseases, horses, and sugar—and the global consequences of that exchange.

- "Montana: 1492." VHS, 28 min., 1992. Montana Indians describe how their ancestors survived, who they were, where they lived, and how they lived in pre-1492 Montana.

Multicultural audiovisual materials available for purchase:

- "Amerindian Legacy." Grades 4-12. Reviews the influences and contributions of American Indian culture in our society. Contact distributor for price. Distributor: Phoenix/BFA Films & Video, 468 Park Ave. S., New York, NY 10016.

- "The Black Americans of Achievement Video Collection." (Series.) 12 videocassettes. Color and black & white. 30 min. each. Cost: \$480 for the series; \$40 each. Contact distributor for preview. Grades 7 and up. Biographical information presented in a documentary format. Includes George Washington Carver, Frederick Douglass, Jesse Jackson, Martin Luther King Jr., Thurgood Marshall, Colin Powell, Jackie Robinson, Sojourner Truth, Harriet Tubman, Madam C.J. Walker, Booker T. Washington, Malcolm X. Distributor: Library Video Company, Box 1110, Cynwyd, PA 19004.

- "The Buffalo Soldiers." Color and black & white. Videocassette. 47 min. Cost: \$19.95. Grades 9 and up. The history of the African American calvary on the western frontier. Distributor: Bill Armstrong Productions, 15585 High Knoll Road, Encino, CA 91436.

- "The Buried Mirror: Reflections on

TIMELINE: SPAIN, COLUMBUS, & AMERICAN INDIANS

Continued from the September/October 1992 issue of *Montana Schools*. Timeline compiled by Bill Bigelow (*Rethinking Columbus*).

- Early February 1494: Columbus sends 12 of the 17 ships back to Spain for supplies. Several dozen Indian slaves are taken aboard—"men and women and boys and girls," he writes. He justifies this by writing that they are cannibals and thus slavery will more readily "secure the welfare of their souls." Columbus recommends to the king and queen that supplies needed in the Indies could be paid for in slaves, "well made and of very good intelligence," and that slave shipments could be taxed to raise money for Spain.

- Late March/early April 1494: Columbus is told the Indians are leaving their villages and that the cacique, Caonabo, is preparing to attack the fort at Isabella. Columbus orders Alonso de Hojeda to lead a squadron by land to the fort of Santo Tomas and spread terror among the Indians in order to show them his strength.

- Spring 1494: Columbus explores the coast of Jamaica. Andres Bernaldez, accompanying Columbus, writes of the island's "extreme beauty." Columbus sets loose an attack dog against the Indians. Bernaldez writes that it "did them great damage, for a dog is the equal of 10 men against the Indians."

- November 1494: Returning to Spain, mutineers against Columbus complain to the king and queen. They say there is no gold and that the enterprise is a joke.

Spain and the New World. (Series.) 5 videocassettes. 59 min. each with teacher's guides. Cost: \$798 for the series; \$198 each. Also available in Spanish. Grades 9 and up. Hosted by Carlos Fuentes, this series looks at the history of Hispanic civilization from pre-Columbian Spain to the present. Titles include: The Virgin and the Bull; Conflict of the Gods; Age of Gold; The Price of Freedom; Unfinished Business. **Distributor:** Films Inc. Video, 5547 N. Ravenswood Ave., Chicago, IL 60640.

- *"Culture: What is It?"* (People and Cultures Series.) Videocassette. 13 min. with teacher's guide, blackline masters. Cost: \$89. Grades 5-8. Influences on cultural development such as climate, availability of natural resources, and religion are shown and discussed. Students will learn to identify elements of cultural diversity within their country and the importance of interdependence within a culture and between cultures. **Distributor:** United Learning, 6633 W. Howard St., Niles, IL 60648.

- *"Her Mother Before Her: Winnebago Women's Stories of their Mothers and Grandmothers."* (Women's History and Literature Media Series.) Videocassette. 15 min. with teacher's guide. Cost: \$95 (rental: \$40). Grades 4-12. Winnebago Indian women talk about their mothers and grandmothers, focusing on the traditions they have carried through the generations. **Distributor:** Her Own Words, Box 5264, Madison, WI 53705.

- *"Many Voices."* (Series.) 9 videocassettes. 15 min. each. \$49 each (rental: \$15 each). Includes: What's in a Name?; To Jew is not a Verb; Quick to Judge; Food for Thought; Hair Scare; A Sari Tale; Mother Tongue; The World at My Door; Positively Native. Grades 4-6. Stories deal with language, religion, dress, ethnic and racial stereotyping. Each program leaves viewers with the child's dilemma unsettled, opening the door to classroom discussion. **Publisher:** TVO Video, 1140 Kildaire Farm Road, Cary, NC 27511.

- *"Maricella."* (WonderWorks Family Movie Series.) Videocassette. 55 min. Cost: \$29.95. Grades 4 and up. A young girl struggles to find her place in American culture when her mother, once a school teacher in El Salvador, now must work as a housekeeper. Starring Linda Lavin. **Distributor:** Public Media Video, 5547 N. Ravenswood Ave., Chicago, IL 60640.

- *"Now that the Buffalo's Gone..."* Videocassette. 25 min. Cost: \$149. Grades 7 and up. Ever since Columbus arrived in America, American Indians have been forced to retreat in the face of white people's demand for land and other resources. **Distributor:** Films for the Humanities & Sciences, Box 2053, Princeton, NJ 08543.

- *"Our Native American Heritage."* Videocassette. 22 min. Cost: contact distributor. Grades 5 and up. Introduces American Indian cultures that developed before the arrival of Europeans. A brief summary of the history of contact and conflict with European societies after the year 1500 leads into a discussion of issues in the lives of American Indians today. **Distributor:** Knowledge Unlimited, Box 52, Madison, WI 53701.

- *"Winnebago Women: Songs and Stories."* (Women's History and Literature Media Series.) Videocassette. 15 min. with teacher's guide. Cost: \$95 (rental \$45). Four Winnebago Indian women talk about their lives and art. **Distributor:** Her Own Words, Box 5264, Madison, WI 53705.

The Columbian collision continues: racism in Montana

The voyages of Christopher Columbus brought about a collision of worlds. In 1492, the Eastern and Western hemispheres were joined after millennia of virtual isolation from one another, throwing American Indian, European, African, and Asian people together into the multi-cultural "melting pot" that became the Americas. Ever since that collision began in 1492, relationships between the various cultures in this hemisphere have been complex and often strained.

The collision continues today. As different groups compete for a piece of the shrinking economic pie, racist intolerance in the U.S. is on the rise. Montana is not exempt from this trend. In fact, Montana and other states in the Northwest have been selected by many white supremacist groups as their new homeland.

Why should educators be concerned about the spread of racism in Montana? For one thing, white supremacists are working to recruit Montana young people into their organizations, as demonstrated by recent reports of racist youth groups in Billings and Whitefish.

The white supremacist movement has always attempted to recruit young people to its ranks. Traditionally, these groups have not had great success in that effort. This is changing. Hate organizers have gotten much more clever at packaging their message of intolerance and bigotry for their targeted audience. David Duke, a perennial candidate for public office from Louisiana, has demonstrated how to soft-sell the racist message for consumption by mainstream voters. Other leaders in the racist movement are successfully packaging their message to attract young people.

The following article was written by an individual who worked in the white supremacist movement for several years. Floyd Corchran was the spokesperson for the Aryan Nations, a white supremacist group in Hayden Lake, Idaho. He quit the racist movement this year. Since then, he has been working with the

Montana Human Rights Network, a citizen group that works to combat racism, to help communities understand the racist movement.

In this article, Mr. Corchran provides a rare glimpse into the racist movement's tactics for recruiting young people.

The Office of Public Instruction would like to thank Mark Hutchinson and the Montana Human Rights Network for their assistance in bringing this article to *Montana Schools*.

How hate groups recruit our young people

by Floyd Corchran

The young people of today are inheriting a world trembling with uncertainty and change. This changing world can be overwhelming for anyone, let alone people in early stages of personal growth. Helping youths discover a stability within themselves is essential to their personal identity and hence the larger cultural identity.

As educators, you have tremendous influence over the path a child will take into adult life. Therefore, you need to be aware of racist ideas that can influence a young person's perception of personal and cultural identity. This article attempts to explain how professional racist organiza-

tions are recruiting our young people today.

This information is the result of my involvement of over 20 years in the racist movement. I spent the last two of those years as a public spokesperson for the Church of Jesus Christ Christian/Aryan Nations in Hayden Lake, Idaho. I worked extensively with young people ages 14 to 24, not only in the Pacific Northwest but in parts of the South and Midwest.

Now that I no longer espouse racism, I feel it is my responsibility to use my knowledge of the racist movement in a positive way. I hope this will help educators who are concerned with the future of their students and students everywhere.

The need to belong

Racist organizations know the strength of the need to belong. One of the first things I was told upon entering the racist movement was that I was "family," that I had a reference point of belonging. This told me I was wanted and helped me acquire self-esteem. I now had an identity and a purpose and was part of something important and larger than myself.

Most racists come from dysfunctional families where the need to belong is not met. When the family doesn't meet this need, young people instinctively look outside the family. Racist recruiters are eager to fill the need to belong.

Many tactics come into play in racist recruiting techniques. Music is one of those tactics. Music has always been a focus of bonding between young people. Racists are no different. Concerts provide a good recruiting scene for racist Skin Heads. Concert bands such as "Screw Driver" and "Blood and Honor" provide appealing sound tracks for racist ideas. Youths are attracted to musical groups that express feelings of alienation between individuals and society, and they are susceptible to crossing over into doctrines of hate.

Flags, symbols, and uniforms are strong social binders. This is reflected in the regalia of armies, sports teams, and even fast-food restaurants.

(Continued on p. 11)

Teaching tolerance

Floyd Corchran, whose article appears on this page, urges educators to help ensure that today's children do not become tomorrow's racists by educating them in cultural awareness and diversity. "Teaching young people to explore and appreciate differences, rather than fear the unknown, is key to the evolution of a healthy society," Corchran writes.

Dr. James Baker, Director of the Center for Multicultural Education at the University of Washington, Seattle, echoes that challenge: "Prejudice reduction is a responsibility for teachers in all areas. It's up to us."

How can educators help students learn to appreciate and respect cultural and racial differences? How can we teach tolerance?

Below are some resources that can help. Watch for more ideas in upcoming issues of *Montana Schools*.

Multicultural Lesson Plans

Lifetouch National School Studios has published a resource of 25 lesson plans promoting multicultural awareness to be used in K-12 schools. Each lesson is designed to prepare students for citizenship in a global society. Educators from across the country contributed to the resource. For a copy of "Multicultural Lesson Plans: Teacher's Guide," send \$4 payable to Lifetouch Multicultural Plans, c/o Mail 'n Box, 13722 Nicollet Ave. S., Burnsville, MN 55337.

Teaching Tolerance

Teaching Tolerance is a FREE, twice-yearly magazine designed to provide teachers at all levels with resources and ideas for promoting interracial and intercultural understanding in the classroom. To receive this magazine, send a written request to Teaching Tolerance, 400 Washington Ave., Montgomery, AL 36104 (fax: 205-264-0629).

"Dispatches" are updates by Office of Public Instruction specialists and other OPI staff. Staff members may be reached at the phone numbers listed or by writing them at the Office of Public Instruction, State Capitol, Helena, MT 59620.

GUIDANCE

Judy Birch, Specialist
444-5663

The U. S. Department of Education, through its Office For Civil Rights, has developed a publication entitled "The Guidance Counselor's Role in Ensuring Equal Educational Opportunity." The pamphlet summarizes requirements pertaining to counseling practices in the implementing regulations for Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973.

This pamphlet may be obtained by contacting the Office for Civil Rights, Region VIII, U.S. Department of Education, Federal Building, Suite 310, 08-7010, 1244 Speer Boulevard, Denver, CO 80204-3582 (303-844-5695; TDD 303-844-3417).

TRAFFIC EDUCATION

Curt Hahn, Specialist
444-4432

Charging fees for traffic education

Can you charge a fee for traffic education and still grant credit? The answer, in a word, is NO! This is according to a 1972 supreme court ruling and a 1972 attorney general opinion on that ruling, which said, "A school district may not levy fees or charges for any course or activity for which credit may be applied toward graduation...." Therefore, you cannot charge a fee and also grant credit.

Reminder

Please submit your Traffic Education Reimbursement forms to OPI's Division of Traffic Education at the completion of each program you conduct. Don't wait until the end of the school year.

Avoiding collisions

Auto accidents are the number-one killer of our nation's youth. Six out of 10 teen passenger fatalities occur when another teenager is driving. Liberty Mutual, together with Students Against Drunk Driving and the National Safety Council, have developed a video with a viewer's guide and activity plans. To receive a free loan copy of this program, write or call: MODERN, 5000 Park St. N., St. Petersburg, FL 33709-9905 (800-243-6877).

Intersections

Forty-five percent, nearly half, of all traffic accidents occur at intersections or junctions where two roads come together. This is not surprising because intersections are the place where continuity of travel is interrupted: Traffic crosses, turns are made, and drivers have to make judgments about speeds of approaching vehicles and when it is safe to cross the roadway.

Driver statements on accident report forms

"I thought my window was down, but I found out it was up when I put my head through it."

"I collided with a stationary truck coming the other way."

"The other car collided with mine without giving warning of its intentions."

"Coming home I drove into the wrong house and collided with a tree I don't have."

Two new publications available

The Division of Traffic Education has the following new publications to help you build support for traffic education: "The ABCs for Making Legislative Contact" and "Why Traffic Education for Montana Schools" (a resource booklet).

0.08 blood alcohol level recommended

Currently, 45 states and the District of Columbia have a blood alcohol content (BAC) standard of 0.10. Five states have lowered their BACs to 0.08. Several foreign countries have decreased their alcohol limit to 0.08; some have dropped it to 0.05; and one, Sweden, has a 0.02 BAC. Montana's is at 0.10. The U.S. Department of Transportation, based upon a study, has sent letters to all 50 governors recommending that they adopt a 0.08 BAC. The recommendation would apply only to non-commercial drivers. The DOT has set the maximum allowable BAC for commercial truck and bus drivers at 0.04.

Shell answer books

Shell Oil Company has been involved in safety and other auto-related issues for some time. In 1976, the company started the "Answer Book" program to provide novice and experienced motorists with free, useful information on such topics as first aid, driver's security, driving skills, and the environment. To get on their mailing list and order the latest "Answer Books," write to Shell Answers, Shell Oil Company, Dept. JD, P.O. Box 4681, Houston, TX 77210.

Traffic education films

The following 16mm traffic education films have been deleted from the Montana Audio Visual Library, which is now being transferred to Western Montana

College in Dillon. (See the "Library Media" section of Dispatches.) Although these are older titles, we know many of you may still have use for them. So we are making them available FREE on a first-to-request, first-to-receive basis. If you are interested in obtaining any of these films, please contact Karen Spranget at 444-3126.

Alcohol: How Much is Too Much - #9618

An American Trip - #8210

Behind the Wheel, Part One - #8092

Behind the Wheel, Part Two - #8093

Come Back - #7939

Dead Right - #9620

DWI Phoenix - #9264

Handling Emergencies - #7802

Life in the Fast Lane - #9611

Life is Precious, Buckle Them In - #9804

Look Who's Driving - #9218

Mechanized Death - #9219

National Driving Test - #9624

One Short History - #9277

One Too Many - #9834

Only One Road - #8627

Passive Restraints: Ready When You Are - #9166

Pro Driving Tactics - #9816

Running on Empty - #9167

Safety Times Three - #8790

Sharing the Road With Big Trucks - #9835

Signal "30" - #9232

Special Conditions - #7807

Sure, Mac, Sure - #9606

Teenage Drinking and Driving - #9273

Tire Wise - #9603

The Driver - #7960

The Social Drinker and the Anti-social Driver - #9811

To get from Here to There - #7806

To get from Here to There - #7808

To Kill the Future - #9803

UFO/Unrestrained Flying - #8797

Until I get Caught - #8764

Wheels of Tragedy - #9244

When Teenagers Drive - #9817

Where Have all the People Gone - #9245

Who's to Blame - #9282

Why Should I Care - #9297

MATHEMATICS

Diana Oldham, Specialist
444-4436

Mathematics inservice guide

The Office of Public Instruction and Montana Council of Teachers of Mathematics are working cooperatively to create and publish an inservice reference manual. This manual will be available to administrators and teachers and will serve as an aid in identifying inservice available to Montana math teachers.

We would like to include teachers, administrators, business people, and other professionals who are qualified and willing to provide inservice to math teachers. Math topics and general education topics such as cooperative learning and outcome-based education will be included.

The registration deadline for the first edition is February 1, 1993. For more information or a registration form, please contact me.

SIMMS courses

SIMMS (Systemic Initiative in Montana Mathematics and Sciences) courses will be offered at six locations this winter. Courses meet on Wednesday nights for 10 weeks. Two credit hours are available from MSU or UM for \$70.

The course content is designed to give an in-depth look at the SIMMS Project. All teachers interested in a national view of trends in mathematics and science education might be interested in the course. Locations and starting dates are as follows: Billings, January 6; Kalispell, January 6; Great Falls, January 13; Colstrip, March 3; Missoula, March 3; Saco, March 24.

For more information, call Kathy or Michelle at 243-2696.

Computer endorsements earned

The first "experience-based" computer science endorsements have been issued to Montana teachers. Bruce Gottwig of Augusta, William Mauch of Ekalaka, Gene Shea of Livingston, and Bob Vogele of Fromberg were the first applicants to be granted endorsements under the provisions set forth by the Board of Public Education for this new endorsement area. Other applications are currently being processed by the review committee for recommendation to the Certification Division of the Office of Public Instruction.

The computer science endorsement is available in Montana at the 5-12 grade level. This endorsement will be needed for the 1996-97 school year and after for teaching courses focused on the computer as an instrument; that is, such courses as computer literacy, computer science, and computer languages. It will not be necessary for teaching software applications such as word processing, accounting, data processing, or computer-assisted drafting.

Teachers with at least one year of experience teaching a computer science course may apply for the "experience-based" endorsement in computer science until the end of December 1994. This option will require the applicants to meet, by formal or informal education or experience, the basic requirements of Montana teacher preparation programs for this endorsement. Application forms and a sample application are available from the Certification Division, OPI.

PUPIL TRANSPORTATION/ PASSENGER SAFETY

David Huff, Specialist
444-4396

Buster and Barney

Buster and Barney are two school bus-shaped robots that can be used to train children in grades K-

5 in school bus safety. They are most effective with younger students.

To use one of the robots, you must be trained in its use and have a vehicle to tow the trailer in which it is transported. The tow vehicle must have a two-inch ball and lights for a four-pin, in-line rubber connector. Many drivers and transportation supervisors have already been trained. Additional training will be scheduled in the next year to use the robots.

Schools wishing to schedule Buster or Barney for use in their school may call the following: Eastern Montana—Ginger Zanto, 265-9032 in Havre; Western Montana—Matt Schultz, 363-7272 or 363-6177 in Hamilton. (The general dividing line between east and west is U.S. Highway 89.)

Navistar buses recalled

Navistar has recalled all school buses manufactured since September 1, 1978, to modify the cages around the fuel tanks. It is not a cause to stop using the buses; however, in a collision, the cage may not protect the tank at the level for which it was originally designed. If you have not received notice and your operation owns a school bus built on a Navistar (International) chassis, call 800-44-TRUCK.

Navistar has also announced it will recall school bus chassis which use a Saginaw model 710 steering gear pitman shaft in vehicles built between September 1978, and May 1987. This is a voluntary recall affecting about 145,600 bus chassis in the U.S. Only a small percentage of shaft failures have been reported, and no accidents have been attributed to pitman shaft failure, according to Navistar. Formal notification of owners began November 10. An inspection will be made to determine whether cracks have appeared. Buses with cracks will receive immediate replacement; buses without cracks will have the replacement scheduled.

Prior to the recall, customers are encouraged to make their own inspections, but shaft replacements must be made by an authorized International repair location. If you have questions, call 800-44-TRUCK.

Auto safety hotline

The National Highway Traffic Safety Administration (NHTSA) says consumers can get up-to-the-minute information on safety recall campaigns and even information on the recall history of a particular vehicle make and model. Their Auto Safety Hotline is 800-424-9393. The hotline can also be used to report safety problems.

The NHTSA has also distributed a news release which states, "New trucks, buses, and trailers with air or hydraulic brakes will

be required to have automatic brake adjusters, and those with air brakes will be required to have brake adjustment indicators...."

Citing improperly adjusted brakes and resultant crashes as the reason for the new ruling, the press release continues, "Accord-

state coordinator by January 15, 1993. Montana can have one winner, who will receive a Certificate of Achievement and publicity in local newspapers. For details and entry forms, please contact the state coordinator, Steven Smith, Box 225, Outlook, MT 59252.

The deadline for submitting student papers for the NCTE Achievement Award in Writing is January 23. The Achievement Award is for juniors. Like the Promising Young Writers Program, it is based on a sample of the student's best writing and timed, impromptu writing. This award benefits students as they apply for scholar-

ships and college entry. Montana's coordinator is Jeanne Tweeten, 17 N. California, Helena, MT 59601.

The American Association of University Women has announced the 13th Annual AAUW Essay Contest, open to all Montana students, grades 10-12. First prize is \$100. Each entry should be about one Montana woman whose life serves as an example for the state's citizens. All material must be factual. Information may come from family records, stories, research, or personal interviews. Entries must be between 600 and 1,000 words, typewritten, and double-spaced. Essays are judged on content, organization, style, and mechanics. For more information, contact Vicki Rinke, P.O. Box 5244, Kalispell, MT 59903-5244 (257-4624).

The Ayn Rand Institute sponsors a college scholarship essay contest for high school juniors and seniors on the novel *The Fountainhead*. The scholarship is worth up to \$5,000 for first prize. Another essay competition for freshmen and sophomores on the novel *Anthem* is worth up to \$1,000. Deadlines are in March and April. Write to Fountainhead Essay Contest, Ayn Rand Institute, P.O. Box 6004, Inglewood, CA 90312 or to Anthem Essay Contest, Ayn Rand Institute, P.O. Box 6099, Inglewood, CA 90312 for details.

Signatures From Big Sky magazine, an excellent outlet for student work, publishes short stories, poems, essays, and drawings. I can provide information about *Signatures* and the contests mentioned above. If you know about other such opportunities, please let me know so I can publicize them.

Professional development
Start planning now for spring and summer professional development. The National Council of

Teachers of English Northwest Regional Conference will be held in Boise April 8-10. Donald Graves, Janie Hydrick, and Jonathan Kozol are featured speakers.

For those of you in Northeastern Montana, the Canadian Council of Teachers of English Language Arts Annual Conference in Regina, Saskatchewan, may sound inviting. Regina is about 100 miles north of the Canadian border. The conference, called "Casting Long Shadows," will not only highlight Canadian writers but will "have a strong international flavour," according to National Director John McGuinness.

This summer, a very special conference will be held in Bozeman, June 24-26. "Literary Encounters: Native American Literatures and Cultures" will feature outstanding Native American authors, including Joseph Bruchac, and presenters from throughout Montana. The conference will represent the culmination of an institute that will be taught in part by author James Welch.

An institute for high school English teachers at the National Humanities Center will be held in North Carolina, June 20-July 9. The topic, "Living in Words: the Writer, the Self and the Text," seeks to make authorial biography more integral to critical analysis and teaching. Participants receive a stipend of \$750, travel, and no-cost housing. The deadline for applications is March 15, 1993. For an application, write Richard R. Schramm, National Humanities Center, P.O. Box 12256, Research Triangle Park, NC 27709 (919-549-0661).

CHAPTER 1

Joan Morris, Specialist
444-3083

Fall conference

The Montana ESEA Chapter 1 fall conference was held in Helena September 30-October 2. Nearly 650 educators attended the 40 sessions presented by Montana educators, National Diffusion Network (NDN) projects, the Chapter 1 Technical Assistance Center (TAC), the Rural Technical Assistance Center (R-TAC), and Office of Public Instruction staff.

The conference provided inservice training opportunities for Chapter 1 personnel and school administrators who direct Chapter 1 programs. The sessions were provided to update participating teachers, administrators, and instructional aides in the latest and most innovative trends for educating "at risk" students.

The first day of the conference focused on personnel new to

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Season's Greetings!



from all of us at OPI

ing to NHTSA's estimates, the new safety requirements will prevent at least 20 fatalities, 310 injuries, and 1,418 crashes per year. The cost of installing automatic brake adjusters and adjustment indicators will average \$204 per vehicle and will affect about 136,800 air-braked vehicles. Adjustment indicators and automatic brake adjusters will be required on air-braked vehicles beginning October 20, 1992. Vehicles with hydraulic brakes must have automatic brake adjusters beginning October 20, 1993."

School Bus Safety Week

Thanks to all who participated in National School Bus Safety Week. Your response was even greater than we anticipated. In order to help deal with the heavy demand, AAA of Montana donated some materials dealing with the "danger zone." It contains a poster showing the danger zone, instructional materials, and a packet of reproducible coloring pages for students. They are appropriate for school bus safety instruction any time of the year. Contact Jamie Dziak (444-0293) for copies.

LANGUAGE ARTS

Jan Hahn, Specialist
444-3714

Essay contests

An important part of the writing process is providing students with opportunities to publish and write for a variety of audiences. Essay contests can help fill that need.

Promising Young Writers, a program of the National Council of Teachers of English, is open to eighth-grade students throughout the U. S. One sample of the student's best writing on any subject and one impromptu paper, written under teacher supervision, must be sent to the

(Continued from page 9)

Chapter 1, school administrators, and innovative programs. B.J. Granbery presented certificates of nomination for National Recognition to Dillon Elementary, Huntley Project 7-8, Great Falls High School, and Sidney Public Schools K-12. She congratulated June Sprout, a Cascade Chapter 1 teacher who won the 1992 Chapter 1 National Recognition award for Montana. Nancy Keenan, Superintendent of Public Instruction, gave the welcoming address.

The keynote speaker was Debra Leeds, Montana's 1991 Teacher of the Year in 1991. Her address was entitled "Why Me, God?"

The evaluations indicated that sessions were very successful in providing technical assistance and new instructional techniques.

NATIONAL DIFFUSION NETWORK (NDN)

Patricia B. Johnson, Specialist
444-2736

Shortcut to quality education! National Diffusion Network (NDN) educational programs work because they are research-based, proven, cost-effective, and transferrable.

Personnel from more than 125 school districts investigated NDN programs at the Western Diocesan Teacher's Day, Chapter 1 Conference, Reading Conference, and the MEA Convention this fall. Presenters from both coasts, the midwest, and Montana shared NDN-exemplary programs.

Some of the greatest interest was shown in "Investigating Environmental Issues and Actions," a program that teaches critical thinking and evaluation. In fact, a six-day training session for this program may be planned for next summer. Please let me know if you are interested in such a training so you can be considered as planning proceeds.

This interdisciplinary curriculum on environmental issues and citizenship action focuses on enhancing responsible citizenship through the investigation of actual community and regional environmental issues. While primarily for grades 7 and 8, the program has been used in grades 5-16. It consists of six modules. Students are introduced to environmental issues and skills needed to critically analyze issues, process information, and evaluate and act responsibly on local issues. The curriculum can be infused into existing science, social studies, or language arts classes and can be used in team-teaching and interdisciplinary settings.

Scheduling training sessions

When enough people are interested in the same NDN program, we will conduct a training session. Training sessions vary from one to several days and can be scheduled

for 15 to 30 people. Training costs can be shared among local districts, individual participants, and the Montana NDN Facilitator Project. Other possible sources of funding are Chapters 1 and 2, special education, and math-science funds. Costs vary with the complexity of the project, amount of materials required, and the location of trainers. While the Montana NDN Facilitator Project can assist with training expenses, materials are the responsibility of the district.

Program partnership

Sandstone and Garfield schools in Billings are involved in a national research project using Project Success and Talents Unlimited, both NDN programs.

Data is being gathered to determine the extent of teacher growth in relation to the objectives of each program, particularly in writing. Participating teachers from both schools will be trained in both models. Portfolio assessment will be used in language arts. The people who developed these two programs will visit both schools, and research samples will be taken from the portfolios in the spring. This is an unprecedented opportunity to evaluate the effects of infusing the programs.

These two NDN programs are widely used by teachers across Montana and the country to foster thinking skills.

Regional partnership forged
The Northwest Regional Educational Laboratory (NWRL) in Portland, Oregon, and NDN state facilitators from Montana, Alaska, Washington, Oregon, and Idaho met twice this summer to forge the first partnership between NDN facilitators and a regional laboratory. The NWRL has a new column in its newsletter featuring NDN, ERIC, and other programs. The first edition of that column featured NDN programs offered at Montana fall conferences.

New items from ERIC

The ERIC Clearinghouse on Urban Education (Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, New York 10027) recently issued the following: "Teaching Mathematics Effectively and Equitably to Females," by Katherine Hanson, Trends and Issues No. 17; and "Fostering High Achievement in African American Children: Home, School, and Public Policy Influences," by Janine Bempechat, Trends and Issues No. 16.

Future training in NDN programs
Being planned for the summer are college courses in PRISMS Physics, Talents Unlimited, Investigating Environmental Issues and Actions, and Project Success.

To schedule a training session, obtain more information on NDN

programs, or receive the NDN newsletter, please contact me at the number above.

ARTS EDUCATION

Christine Peña, Specialist
444-4442

I would like to introduce myself. My name is Christine Peña, and I offer you my sunniest regards. The warmth generated by everyone I have had the pleasure to meet will be more than enough to keep me warm during my first winter in Montana. Having recently assumed the position of Arts Education Specialist, I have spent the first weeks in Montana becoming familiar with a new state, a new home, and a new job.

The greater part of my professional life has been spent as an art teacher. Teaching has been the most important and rewarding of professions for me. I've learned that what happens in the classroom is both challenging and wonderful. In all my experiences with students, I place a great importance on the arts as a means of stimulating their intellectual and social growth.

I am very excited by what I have seen and read in regard to arts education in Montana. I am anxious to meet with you and discover the many exciting arts programs throughout the state.

It is my belief that the arts do not call for a special talent; therefore, I want to make sure all students have a variety of arts opportunities. It is a big responsibility to provide a range of experiences that will contribute to each student's education. I want to be part of that experience and provide support to you and the programs you offer.

Here are my goals:

1. To highlight exemplary art programs within the state and to use these programs as the cornerstone to establish successful programs in all schools.
2. To promote advocacy that will include formal receptions, institutes, and orientation days, along with less structured sessions where materials are developed; for example, to examine works of art in museums.
3. To act as "educational broker" to bridge the gap between the prescriptions reported in research journals and actual classroom instruction.

I am committed to doing what I can to ensure that the arts have a vital place in the educational framework.

Information alert

How can you learn about what is going on in arts education? How can you learn about awards, grants, and educational opportunities for you and your students? One answer is the METNET electronic bulletin board. If you are at or near a school that has the

Subscribe to *Signatures From Big Sky*

Signatures From Big Sky, Montana's student literary and art magazine, is sponsored by the Association for Gifted and Talented Education, Montana Association of Teachers of English Language Arts, and Montana Art Education Association. The magazine is now in its third year of production.

Many groups have helped fund the magazine. This cooperative effort has allowed children and youth in Montana (K-12) a publishing outlet for their creative work: short stories, poems, essays, and drawings. By virtue of the grants, *Signatures* has been sent free to each Montana public school library the past two years.

Now, *Signatures* would like to become more self-sufficient. Teachers, librarians, administrators, parents, students, and other readers are asked to subscribe to the 1993 issue, which will be published in the spring. At \$5 per copy, the magazine affords long-lasting pleasure and would make a great gift for youngsters. *Signatures* is also useful in writing and art classes as models of excellence. Class sets of 20 copies are offered for \$75; 30 copies for \$90.

Just as important is your encouragement of student participation in this publishing venture. If you see an exceptionally creative piece of writing or art done by a student in your school, please help the student submit to the *Signatures* board by February 1, 1993. For information, contact Jan Hahn, Language Arts Specialist, OPI (444-3714).

Signatures From Big Sky 1993 Subscription Form

Sign me up for _____ subscription(s) at \$5 per subscription

_____ class sets of 20 at \$75

_____ class sets of 30 at \$90

I would like _____ copies of the 1992 magazine at \$5 per copy

Total enclosed: \$ _____

Name _____

Address _____

School _____

City _____

Payment by _____ check _____ purchase order (# _____)

Please make checks payable to *Signatures From Big Sky*. Send payment with order form to *Signatures From Big Sky*, 928 4th Ave., Laurel, MT 59044.

METNET system, you can discover new information that might be of interest to you. You can also contact me through METNET, in the "FINE ARTS" section. If you don't know how to use METNET, please contact me and I'll be happy to help.

Teacher education standards

This year, the Office of Public Instruction is beginning the process of reviewing and updating the Montana Teacher Education Program Standards, which are the curricular requirements for our universities and colleges as they prepare teachers. I have been assigned to review the standards in art, music, and drama. I am working with a committee that includes elementary and secondary teachers and university professors who represent each curricular area.

You may participate in this process by contacting me at the number above. I will send you the current standards for art, music, and drama. Please review these standards and indicate changes you feel are necessary. If you prefer to contact other art, music, and/or drama teachers and form your own network to help us, please do so. I would appreciate any suggestions you might have. I must have revisions by January 1.

LIBRARY MEDIA

Lorrie Monprode-Holt, Specialist
444-2979

AV Library collection finds a new home

On August 21, 1992, the Office of Public Instruction's Audio Visual Library closed its doors. Although we did everything possible to maintain the AV Library, recent legislative budget cuts made it impossible to continue.

The decision to close was not an easy one. However, a new home for the collection has been found: Western Montana College.

Western was selected by a committee that rated proposals submitted to OPI from public institutions of higher education. The committee based its decision on criteria that, in part, required experience in distributing audiovisual material to the public at an affordable price.

On November 6, the collection was transferred to Carson Library, WMC, Mike Schulz, Librarian. Mike, his staff, and students are working hard to have the collection ready for lending by January 12, 1993.

Some items were deleted from the collection because of damage. We know a number of these titles were favorites of yours. We have sent that information to Mike; he will make every effort to replace these films with new copies, providing funds are available.

To order audiovisual material after January 12, 1993, call 1-800-

WMC-MONT or 683-7541. Or send your requests to Mike Schulz, Carson Library, Western Montana College, 710 S. Atlantic, Dillon, MT 59725 (fax 683-7493).

Use the current OPI Audio Visual Library catalog and numbering system. Cost for shipping and handling will be the same as listed in the catalog or may reflect slightly higher postal rates. You can expect turn-around time to be about one week.

Mike Schulz will enthusiastically serve the teachers of Montana as the Audio Visual Library coordinator. He is an experienced librarian and is excited that the AV Library collection has been added to WMC's distribution service. We appreciate your patience during this transition.

GIFTED & TALENTED

Michael Hall, Specialist
444-4422

The Hardin School District is participating in a research project designed to help teachers find better ways of identifying and serving gifted students from economically disadvantaged and limited-English-proficiency backgrounds. Karen Davidson is coordinating the project.

This national field test is being conducted by The University of Georgia as an activity of The National Research Center on the Gifted and Talented at the University of Connecticut. Funding is provided by the U.S. Department of Education, Office of Educational Research and Improvement.

During the 1992-93 school year, Dr. Mary M. Frasier, associate director of The National Research Center, will work with teachers in the Hardin School District to implement teacher training and student identification processes designed to explore more effective ways of observing and assessing giftedness in children from diverse backgrounds. This project will provide information to meet the challenge of providing appropriate gifted program services to all segments of our nation's rapidly changing student population.

SOCIAL STUDIES

Linda Vrooman Peterson
Specialist, 444-5726

Geographic Alliance in Montana
Montana has been awarded a Geographic Alliance planning grant from the National Geographic Society (NGS). A Geographic Alliance is a consortium of college and university geographers, classroom teachers, educational administrators, and state and local education policy makers who work together to promote geography education.

The planning grant will allow Montana to organize teachers and

geographers to develop a fundraising strategy to qualify as an alliance state. Alliances are funded by the Education Foundation of the NGS for three-year periods.

In addition to financial support, the NGS offers educational opportunities for teachers through the alliances. This next summer, nine Montana teachers will be invited to attend an NGS summer geography institute in Washington, D.C. Watch for applications for this wonderful opportunity.

For more information, please contact me or Jeff Gritzner, University of Montana (243-5626).

Close Up Foundation

Would you like your students to experience the nation's government in action? The Close Up Washington Government Studies Week makes current events and history come alive. As your students discuss issues with policy makers and visit national landmarks, agencies, and embassies, you and other teachers will be immersed in an innovative professional development program.

Approved by the National Association of Secondary School Principals, the program has given more than 335,000 students and teachers a close-up look at American democracy at work. For more information, call Melissa Williams

at 800-551-7107.

MCSS conference

At the Montana Council for the Social Studies Fall Conference, MCSS elected officers and a board of directors. Officers for 1992-93 are: President, Linda Peterson, Helena; President-Elect, Sandra Oldendorf, Dillon; Vice President, Bruce Wendt, Billings; Treasurer, Mike Paterson, Billings; Executive Secretary, Linda Peterson, Helena; Editor, Eileen Sheehy, Missoula. The board of directors includes officers, past president Marlene LaCounte of Billings, and members at large: Armand Lohof, Billings; Carol Orr, Butte; Brenda Wahler, Helena; Jim Hauwiler, Bozeman; Del Van Den Berg, Manhattan.

In other business, MCSS formed a committee to organize a spring conference on global education. If you are interested in this project, please contact Jim Hauwiler, MSU Education Department; Brenda Wahler, Mountain View School in Helena; or me.

Next year's conference will be held in Great Falls and is expected to be even better. A working theme, "Montana and Its Region," will guide Sandra Oldendorf of the Western Montana College Education Department as she makes plans for the event.

How hate groups recruit young people

(Continued from page 7)

Symbols identify a person as one who belongs, who has a place in a group. Symbolism can have a powerful effect on a person's identity and can be used to motivate the individual to relinquish personal identity into the power of a group. Skin Heads have a distinct uniform: combat boots, cuffed blue jeans, surplus flight jackets, and shaved heads. This helps them feel and act as a unit, a family.

A sense of purpose

All young people need to feel empowered with responsibility. Racist organizations appeal to that need by giving youths a large amount of responsibility. They can be made responsible for anything from cleaning bathrooms to coordinating statewide activities. This kind of responsibility is intoxicating to youths who are struggling with the need to prove their worth.

Along with responsibility, young people feel the need for a sense of purpose. Religion provides a powerful social vehicle for transmitting a sense of belonging to a higher purpose. The "Christian Identity" movement is the driving force behind the racist movement here in the Northwest. Christian Identity teaches that Jews are direct descendents of Satan and that people of color are a different species from Caucasians. Racist organizers use these beliefs to justify their hate activities.

Many young people in the Northwest and elsewhere are becoming involved in the "warrior of God" ideologies of the Christian Identity movement. As young people struggle with mainstream religion, the attraction of offshoot religious groups grows stronger. Recruiting in the name of God is a powerful inducement for young people.

Education—the key

Unity, purpose, identity, and family: These are the basic individual needs addressed by the racist movement. The most important tools for combating the growth of racism are education and vigilance. Education in cultural awareness and diversity is critical. Teaching young people to explore and appreciate differences, rather than fear the unknown, is key to the evolution of a healthy society. You, as an educator, play an integral part in helping ensure that the children of today do not become the leaders of hate tomorrow. ■

For more information on these issues, contact the Montana Human Rights Network, P.O. Box 9184, Helena, MT 59624 (442-5506) or the Center for Democratic Renewal, National Office, P.O. Box 50469, Atlanta, GA 30302.



Bulletin Board

Listings in the Bulletin Board do not necessarily imply an endorsement by the Office of Public Instruction.

WORKSHOPS

Montana Writing Project
The Montana Writing Project is accepting applications for the 1993 Summer Institute, to be held June 14-July 9 at the University of Montana. The application deadline is March 1, 1993.

Institute participants become specialists in assessment, the whole language curriculum, cooperative learning, and writing across the curriculum.

Fee for the institute is \$800. School districts usually provide this fee for participants.

An informational video and other information and applications are available from Dr. Beverly Chin, Director, Montana Writing Project, Dept. of English, University of Montana, Missoula, MT 59812 (243-5231).

JOB OPPORTUNITIES

SIMMS Project positions open
The Systemic Initiative for Montana Mathematics and Science (SIMMS) Project has the following openings at the University of Montana and Montana State University:

- 36 curriculum writers, 8 weeks, summer 1993;
- 8 curriculum writers, 1993-94;
- 12 assessment writers, 8 weeks, summer 1993;
- 36 teacher/leaders, 6 weeks, summer 1993.

Secondary teaching experience, strong math or science background, good writing skills (or potential), and interest in integrated mathematics are required. Inquiries should be sent to Dr. Johnny W. Lott, Co-director, SIMMS Project, Dept. of Mathematical Sciences, UM, Missoula, MT 59812 (243-2696).

The following positions are also open:

- Co-chair for Professional Development Committee (UM) 1993;
- Co-chair for Assessment Committee (MSU) 1993;
- Materials Development Specialist (1 each, UM and MSU) 1993;
- Mathematics Equity/Disabili-

ties Specialist (UM, part time) 1993;

- Technical Editor (UM, part time) 1993.

Contact Dr. Johnny Lott.

CONTESTS

Student oratorical contest
The American Legion National Oratorical Contest offers college scholarships for winners in state, regional, and national competitions. First-place winner in the Montana contest receives a one-year scholarship to the University of Montana plus \$700. For information, contact your local American Legion Post or Chairman Herb Barrett, 710 Stephens Ave., Missoula, MT 59801 (549-4265).

Teacher excellence award
The Polymer Education Committee of the American Chemical Society has an annual award program for high school and junior high science teachers. Awards are based on innovative use of activities to promote understanding of polymer chemistry and its role in the everyday lives of students. Applications for the 1993 award will be accepted until January 31, 1993. Contact Polymer Education Coordinator, Miami University, Middletown, 4200 E. University Blvd., Middletown, OH 45042 (513-424-4444 ext. 389).

GRANTS/SCHOLARSHIPS

Energy conservation grants
The Montana Department of Natural Resources and Conservation has extended the deadline for technical assistance grants under the Institutional Conservation Program to March 1, 1993. Technical assistance grants provide matching funds to complete energy efficiency studies on eligible schools and hospitals. This comprehensive analysis provides in-depth information on a building's energy use and recommendations for measures that can be taken to reduce energy use.

Schools interested in participating in the grant program should contact Connie Onstad at the Montana Department of Natural Resources and Conservation, Energy Division, 1620 E. 6th Ave., Helena, MT 59621-2301 (444-6697).

Independent Study in Humanities
The Council for Basic Education

CALENDAR

December

4-5: NDN Project Success Certified Trainers Workshop, Billings—Chere Ring, 255-3882
5: The Writing Program & Portfolio Assessment, Helena—Louise Bell, 721-9838

January 1993

8-10: Sexual Harassment Training of Trainers, Helena—Pat Callbeck Harper, OPI, 444-1952
27: School Nurse Day
27-29: Montana Assoc. of Elementary & Middle School Principals, Billings—Loran Frazier, SAM, 442-2510

February

✓ 1 Love to Read Month—June Atkins, OPI, 444-3664
American History Month
American Music Month
Black History Month
✓ 1-5: National School Counseling Week
✓ 7-13: Business Professionals of America Week

March

✓ Music in Our Schools Month
National Nutrition Month
National Women's History Month
Youth Art Month
✓ 8-12: Newspapers in Education Week
✓ 14-16: Middle School Conference, Bozeman—Loran Frazier, SAM, 442-2510

April

✓ Mathematics Education Month

✓ 1-3: Montana Association of School Administrators, Helena—Loran Frazier, SAM, 442-2510
✓ 1-3: Assoc. of Gifted & Talented Education (AGATE), Billings—Michael Hall, OPI, 444-4422
✓ April 2-3: Business Education Forum—Marion Reed, OPI, 444-4454
✓ 14-16: Montana Assoc. of Secondary School Principals, Bozeman—Loran Frazier, SAM, 442-2510
✓ 21: International Day for the Elimination of Racial Discrimination—Dept. of Public Information, United Nations, New York, NY 10017
✓ 25-28: Montana Indian Education Association, Bozeman—Robert Fox, 673-3473 or 353-2827
✓ 25-27: State Traffic Education Conference, Fairmont Hot Springs—Curt Hahn, OPI, 444-4432

May

✓ 4: National Teacher Day
✓ 16-22: Bike Safety Week

June

✓ 6-12: Montana Institute for Effective Teaching of American Indian Children, Northern Montana College, Havre—Bob Parsley, OPI, 444-3013
June, July, August: Advanced Driving Workshops, Lewistown—Curt Hahn, OPI, 444-4432

October

✓ 21-22: MEA Instruction and Professional Development Convention, Helena—Eric Feaver, 442-4250

will award up to 175 \$3,000 grants for teachers, librarians, and principals to pursue independent study in the humanities during summer 1993. Teachers must be full-time teachers or librarians in grades K-12, in at least their fifth year of teaching with at least half

their schedule in the humanities. Principals are eligible after at least two years as administrators. Deadline for applications is January 4, 1993. Contact Ruth Mitchell, Council for Basic Education, 725 15th St., NW, Washington, DC 20005 (202-347-4171).

Thanks, US WEST!

Three years ago, US WEST made a major financial commitment to improving the early educational experiences of children in states served by the corporation. The result of this investment, the "Comprehensive Report on Early Childhood Education for Children in Need," was released this fall.

The report documents the importance of early childhood education, outlines the condition of Montana's young (3- to 4-year-old) children, and makes specific recommendations for action. Several Helena preschool children joined Superintendent Nancy Keenan in thanking US West at a press conference announcing the release of the report.



Helena preschoolers present US WEST Community Affairs Director Russ Cravens with a big "Thanks!"

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